



## Barnwell Elementary

Barnwell Elementary  
Barnwell, SC 29812

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	574 Students	
<b>Principal</b>	W. A. Owen	803-541-1285
<b>Superintendent</b>	Roy Sapough	803-541-1300
<b>Board Chair</b>	Valenda D. Black	803-259-1687

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

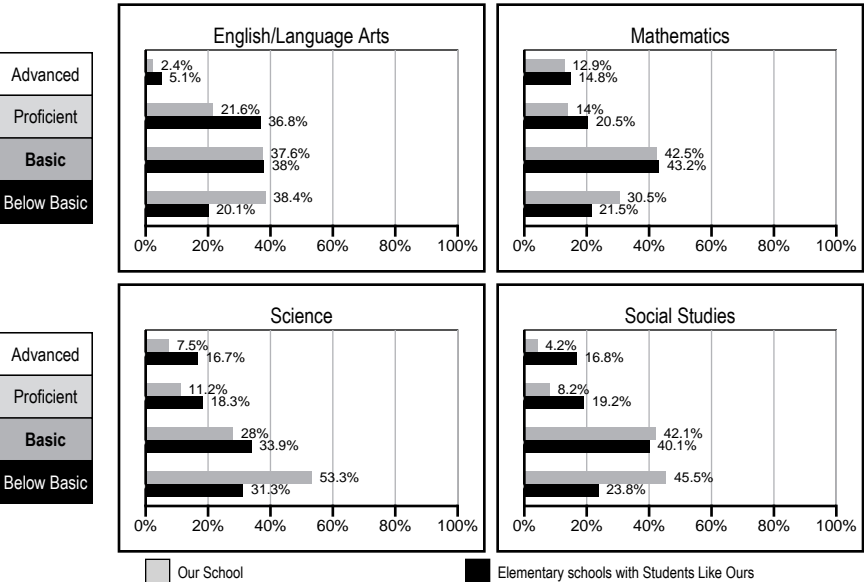
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	8	64	22	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=574)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 1.1%	2.3%	2.3%
Attendance rate	95.1%	Down from 95.5%	96.3%	96.3%
Eligible for gifted and talented	14.6%	No Change	10.6%	10.4%
With disabilities other than speech	11.2%	Down from 11.4%	8.5%	7.5%
Older than usual for grade	1.4%	No Change	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.1%	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	43.2%	Up from 41.7%	57.4%	56.7%
Continuing contract teachers	89.2%	Up from 86.1%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.7%	N/A	87.8%	86.4%
Teacher attendance rate	94.3%	Down from 96.0%	95.0%	94.9%
Average teacher salary	\$45,347	Up 5.1%	\$45,332	\$45,345
Professional development days/teacher	12.6 days	Up from 11.5 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Up from 14.9 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.0%	Down from 90.9%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$6,430	Up 8.2%	\$6,840	\$7,052
Percent of expenditures for instruction*	58.8%	Down from 63.6%	68.9%	69.1%
Percent of expenditures for teacher salaries*	55.6%	Down from 61.4%	65.0%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

In this, the second year as principal at Barnwell Elementary School, I have tried to instill in our students a greater sense of intrinsic pride in their school and community.

With the addition of the laptop computer carts, we were able to offer our students more time on computer-based activities to enhance their education. One of the benefits of these new computers was the ability to assess student's gains by using the Measures of Academic Progress of Students (MAPS) three times this year with greater ease and less test fatigue because we were able to take full advantage of the assessment windows. As the process went along this year, the students became more aware that they were competing against themselves, not other students, to improve their MAPS scores. After each assessment period, students would ask me, "When can we take MAP again?" This showed an interest and desire to improve their scores by concentrating in class more to get all the lessons our staff offered. Our teachers continued to take advantage of the curriculum provided and adapted it to our needs. The student MAP gains were announced each morning and afternoon as the results became available. Teachers have told me that the students draw great pride from knowing that other students hear that they, too, are making gains.

We have also initiated a new software program called Fast ForWord designed by Scientific Learning. Students are assigned to the Fast ForWord lab based on their reading lexile levels. Those who are the greatest distance from their grade level lexile level are assigned first. The progress from our first experience from this was so outstanding that teachers of those students assigned saw the changes and requested to take a greater number of students in need to the lab, and we all saw changes in student ability as well as student behavior. We are looking forward to continuing this program with more students and greater success.

We were not able to get the Mavis Beacon Teaches Typing going as we intended, due to competitive time with the computer lab, although some students did take advantage of it. Our library selections have increased and improved to the point that we need to purchase more bookcases to accommodate our intended growth. More books are ordered and still more are being selected to be ordered. With all of the attention being paid to student achievement and performance, we are looking forward to the results of our PACT scores.

Other accomplishments during the year: We continue to maintain our SACS accreditation; 5th graders again participated in DARE; another science fair was held; the Scholastic Book Fair was again held in the fall and spring; awards were presented each quarter; the Barrier Island trip was taken; 4th grade TAG held an art show; the PTO was active and raised funds for our school; professional development continued; Mrs. Susan Gardner was selected Teacher of the Year for 2008; and the first fall carnival was held at the direction and guidance of the Faculty Task Force Committee and is already being planned for this October 17th. See you there!

W. A. Owen, Principal  
Catherine Geter, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	174	145
Percent satisfied with learning environment	79.5%	90.7%	75.2%
Percent satisfied with social and physical environment	92.7%	89.1%	73.9%
Percent satisfied with school-home relations	73.2%	89.0%	67.9%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
--	--	--

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	571	99.7	38.1	37.8	21.7	2.4	34.9	35.6	48.2	No	Yes
<b>Gender</b>											
Male	285	99.7	47.8	30.3	20.4	1.5	31	32.5	41.7	N/A	N/A
Female	286	99.7	28.5	45.3	23	3.3	38.7	39	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	290	100	27.8	38.4	30.2	3.6	47.7	49.7	60	Yes	Yes
African American	262	99.2	50.6	37.8	10.4	1.2	19.3	18.5	31.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	74	100	83.6	16.4	0	0	1.4	8.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	341	99.4	50.5	36.2	12.8	0.6	20.1	21.3	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	571	99.7	30.3	42.7	14.1	13	36.9	35.6	45.8	No	Yes
<b>Gender</b>											
Male	285	99.7	34.3	35	13.9	16.8	38.3	37.1	45.6	N/A	N/A
Female	286	99.7	26.3	50.4	14.2	9.1	35.4	33.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	290	100	17.1	42.7	18.1	22.1	53.7	51.8	59	Yes	Yes
African American	262	99.2	45.8	43.4	8	2.8	16.5	15.6	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	74	100	67.1	30.1	2.7	0	5.5	11.2	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	341	99.4	41	46.5	8.5	4	20.4	20.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	----------------------------------	----------	---------------	---------	--------------	------------	--------------------------------------	--	-------------------------------------	---------------------------	-----------------------------

Science

All Students	391	99.7	53.2	28.1	11.2	7.5	18.7	19	35.7	95.1	94.6
Gender											
Male	194	99.5	53.5	26.5	9.7	10.3	20	20.6	37.4	94.6	94.4
Female	197	100	52.9	29.6	12.7	4.8	17.5	17.3	33.8	95.6	94.9
Racial/Ethnic Group											
White	196	100	35.3	34.7	16.8	13.2	30	30.1	49.2	94.8	94.3
African American	182	99.5	73.7	20.5	5.3	0.6	5.8	5.2	17	95.4	95
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95	93.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.6	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	87.6	90.3
Disability Status											
Disabled	50	100	77.6	16.3	6.1	0	6.1	9.6	14	94.7	93.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	94.1
Socio-Economic Status											
Subsidized meals	237	99.6	68.7	23.5	6.1	1.7	7.8	7.3	21.1	94.4	94.1

Social Studies

All Students	395	99.8	45.4	42.2	8.2	4.2	12.5	14	34	95.1	94.6
Gender											
Male	194	99.5	47	36.8	9.2	7	16.2	17.2	36.6	94.6	94.4
Female	201	100	43.8	47.4	7.3	1.6	8.9	10.6	31.3	95.6	94.9
Racial/Ethnic Group											
White	192	100	33.5	45.9	11.9	8.6	20.5	23	44.5	94.8	94.3
African American	189	99.5	58.1	38.5	3.4	0	3.4	4.1	19.1	95.4	95
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95	93.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.6	95.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	87.6	90.3
Disability Status											
Disabled	49	100	77.1	18.8	4.2	0	4.2	6.1	14.4	94.7	93.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	94.1
Socio-Economic Status											
Subsidized meals	236	99.6	55.6	38.2	4.9	1.3	6.2	7.2	21	94.4	94.1

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	180	100	23.8	48.3	27.3	0.6	27.9
	5	185	100	32.4	48	18.4	1.1	19.6
	6	186	99.5	48.1	33.7	16.6	1.7	18.2
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	216	99.5	38.9	33	26.1	2	28.1
	5	176	100	37.2	44.2	17.4	1.2	18.6
	6	179	99.4	38.2	37	20.8	4	24.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	180	100	30.2	43.6	18	8.1	26.2
	5	185	100	38	38.5	8.9	14.5	23.5
	6	186	99.5	32.6	42	16.6	8.8	25.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	216	99.5	39.9	41.9	10.3	7.9	18.2
	5	176	100	28.5	49.4	12.8	9.3	22.1
	6	179	99.4	20.8	37	19.7	22.5	42.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	180	100	47.7	25	16.9	10.5	27.3
	5	92	100	44.9	24.7	10.1	20.2	30.3
	6	91	100	53.9	30.3	11.2	4.5	15.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	216	99.5	54.2	31	11.3	3.4	14.8
	5	87	100	57.6	25.9	5.9	10.6	16.5
	6	88	100	46.5	23.3	16.3	14	30.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	180	100	37.2	41.9	12.2	8.7	20.9
	5	93	100	66.7	21.1	8.9	3.3	12.2
	6	94	100	43.5	48.9	6.5	1.1	7.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	216	99.5	46.3	43.8	6.4	3.4	9.9
	5	89	100	43.7	42.5	8	5.7	13.8
	6	90	100	44.8	37.9	12.6	4.6	17.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample